

## INCLUSION DILEMMAS

*Directions:* Review descriptions of these students, telling how diverse learning strategies and educational plans will meet academic and social needs.

### Students:

Friendship is a second-grade student who has auditory and visual-perceptual difficulties that interfere with her learning. Friendship can be quite personable, but can also create disturbances in the classroom when confronted with difficult assignments. She can scream loudly and have temper tantrums that disrupt the other children. What strategies can her teachers use to address her problems and the needs of the other students in the classroom?

Sweet Sara is a fourth-grade student with Down syndrome. She has excellent home support and is well liked by her classmates, who eagerly include her in their school activities. At times, abstract assignments present difficulties for Sara; she is currently unable to keep pace with the rest of the class as they are learning two-digit multiplication. She is also experiencing difficulties on the bus and in the cafeteria with other children teasing her. What would be your plan for addressing academic and social concerns?

Taylor Mills will be in Ned Nice's sixth-grade social studies class. Taylor can read fluently and independently answer questions on a third-grade level. Heidi Helpful is a special education teacher who will be working with Ned Nice. How do you think Taylor will be able to handle the class, especially the textbook? What type of appropriate adaptations can be made for Taylor during class? How can Ms. Helpful and Mr. Nice work together to help Taylor?

Arthur, a twelve-year-old boy, has autism. He is in a sixth-grade class, with an instructional assistant who helps him. At times, Arthur is inattentive and distracted by his own thoughts, missing the facts and concepts presented in lessons. His poor study skills affect his test performance, since he is disorganized. He works well with peers in cooperative groups, often modeling what other children do, but rarely carries on conversations, unless he chooses the topic (he loves talking about animals). Home support is inconsistent, with his mom stating that he is difficult to handle. Long-range projects are rarely completed. What behavioral and academic strategies will improve school and home performance?

Kind Calvin is an eighth-grade boy who has learning disabilities. His tested intelligence level is low, but he is performing on grade level in math computations, language, and reading, with in-class support. He is able to memorize social studies and science facts, but cannot grasp higher-level concepts that require creative or critical thought; most of his learning requires a concrete level of presentation. He was introduced to beginning algebra, but needs more remediation in this area. Calvin has a strong desire to learn and has excellent parental support at home. Calvin loves sports and will effortlessly devote a great deal of his time to being a participant and observer of athletic events. What recommendations would you make for Calvin's high school program?